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ABSTRACT

This annual report of the Scottish Council for Research in Education provides: (1) a list of officers, members and officials; (2) reports of council and committees; (3) reports on projects; (4) reports on liaison with other organizations, papers delivered, and consultative services undertaken by the Council's staff; (5) a report of the organization's finances and accounts; (6) a list of research papers in education and educational psychology presented for degrees in Scottish universities in 1977; and (7) a list of currently available Council publications. (DS)

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THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

FIFTIETH ANNUAL REPORT

1977-78

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Some of the delegates attending the International Symposium, "School and After", organised by SCRE and sponsored by the British Government and the Council of Europe—26th February to 3rd March 1978.

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ADDENDUM to page 6

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*Until 31st May 1978
**From 1st June 1978

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

Fiftieth Annual Report 1977-78

COUNCIL (Chairman — Professor J D Nisbet)

Chairman's Report

1978 is the fiftieth anniversary of the founding of the Scottish Council for Research in Education. The Council was the first of its kind in Europe, and in celebrating its jubilee, we look back over a proud record of achievement. But during the past year the Council has also looked ahead in planning the contribution which it hopes to make to education in Scotland in the future.

The early years of the Council are remarkable not only for the international reputation which it quickly established but also (and perhaps appropriately for a Scottish Council) for the economy of its budget. In its first year of life, the total budget of the Council was £1430, and even as late as 1963, when it was supporting eleven research projects, the total expenditure for the year was still only £10,900. This was possible because almost all the work was done through a committee system which relied on voluntary unpaid spare-time workers. These men and women, led by a number of distinguished pioneers, produced a series of scholarly publications which won world-wide recognition.

Some will identify as most important among these publications the series of practical studies — *Studies in Arithmetic* (1939, 1941), *in Reading* (1948, 1950) and *Spelling* (1961), and other work closely associated with classroom practice. There were also important policy-oriented reports, of which McClelland's *Selection for Secondary Education* (1942) is the best known, and works of scholarship, such as the series of local histories (1931 on), Clark's *Lefthandedness* (1957), which became the definite text on the subject,

and Bone's *School Inspection in Scotland* (1968). The Council also opened up new areas of inquiry. In Gaelic, for example, where *Gaelic Speaking Children in the Highlands* (1961) and *Aithris is Oideas* (1964) initiated a new interest in and awareness of a neglected aspect of our culture. Perhaps most people would choose the Mental Surveys (1933, 1949, 1953, 1958, 1961, 1969) as the best known achievement of the Council; but these are only part of a continuing series of surveys on other aspects such as selection for university (1936, 1973) and young school leavers (1977).

There is another more general and possibly more important way in which the Council has made a contribution to Scottish education. It has created a wider understanding of educational research, and has established a network of communication and co-operation which has provided a sound research base on which to build for the future.

In 1972, the Council was reconstituted on a different pattern, and in recent years it has gathered together a strong team of qualified full-time professional research staff. This change was overdue, since other countries had by this time overtaken our early lead, and many of the projects which had to be tackled in the 1970's required team work of experienced research staff on a full-time basis. The financing of this change was dependent on a new partnership with the Scottish Education Department, and the subsequent growth of educational research in Scotland is the result of a productive collaboration between the Council and the Department.

The year now completed has seen the publication of a number of important reports, and several other projects are now nearing completion. The Council of Europe sponsored an international conference of educational researchers in Peebles in February 1978, at which 75 delegates from countries met to discuss the special problems of the 16-19 age-group. This Conference was organised by the Council, and several of the Council staff took part. It was a great success and has helped to establish Scotland on the map of educational research in Europe.

During the past year, new projects have been planned, though financial constraints oblige us to seek funding for these externally. The Social Science Research Council has given grants for a study of the Social Construction of Teachers' Careers project and also for an analysis of the impact of reactions to the Munn and Dunning reports; the SED has commissioned the Research Services Unit to undertake for it a Primary Mathematics Survey. The Council's newsletter, *Research in Education*, continues to bring to teachers and others information about research within and outwith the Council: it has a circulation of 78,000 and is issued twice a year.

Of particular concern during this jubilee was the question of how to continue the Council's work, in the face of anxiety over finance and accommodation. Following the report of a sub-committee on

"Planning ahead to the 1980's", the Council has resolved to keep priorities for the future under review in a continuing programme. This programme must preserve two important elements in the Council's previous work which can be noted in the brief outline which has been given in the paragraphs above: first, that it should be closely linked with the practical requirements of the schools of Scotland; and second, that it must also retain an independent capacity to explore ideas of fundamental and long-term significance for Scottish education. If it can keep to these two principles, the Council can look forward with confidence to its next fifty years of service.

REPORTS OF COMMITTEES

Finance and General Purposes Committee
(Chairman — Mr W S Charles)

In this, the Fiftieth Annual Report of the Council, it is interesting to compare the 1977-78 figures of income and expenditure with those shown in the first annual accounts for 1928-29. Total expenditure then was £275, including the Clerk's salary of £58.15/- and £97.17/- spent on Investigations. Income, totalling £1,430, greatly exceeded expenditure and the Council finished its first year with a very healthy balance of £1,155. The grant from the Educational Institute of Scotland was £750 and subscriptions from Education Authorities produced £665.

In more recent years, since 1972-73, the activities of the Council, as measured by its income and expenditure in real terms, have doubled as the following summary shows:

	1972-73	*1973-74*	*1974-75*	*1975-76*	*1976-77*	*1977-78*
			£(000s)			
Basic SED Grant	114.9	125.4	127.1	126.6	126.1	135.0
Local Authority Grants	31.7	38.5	28.5	25.9	21.2	19.9
Other Income	4.9	4.7	5.8	5.5	4.6	14.6
Total General Income	151.5	168.6	161.4	158.0	151.9	169.5
Contract Research Income	2.1	1.9	30.9	61.2	83.7	146.5
Total Income	153.6	170.5	192.3	219.2	235.6	316.0
Total Expenditure	153.6	164.2	191.8	219.3	235.7	312.0
Index of Expenditure (1972-73=100)	100.00	106.7	124.7	142.6	153.2	203.1

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

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FIFTIETH ANNUAL REPORT 1977-78

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ISSUED SEPTEMBER 1978

These summary figures from the annual accounts have been adjusted to eliminate the effects of inflation by applying the Government's index of wages and up-dating the figures for 1976-77 and earlier years to show them in terms of average 1977-78 costs. (1975-76 which covered a period of 10½ months has also been adjusted to an annual basis). The development and rapid expansion of contract research during the past six years is very evident from these figures. Income from this source represented 48% of the Council's total income for 1977-78 but included over £39,000 (13%) from Job Creation Programmes. As can be seen from the Accounts, contract research programmes require working capital and at 31st March 1978 a substantial part of the Council's funds was required to finance expenditure on these programmes pending receipt of periodic expenditure claims. For this reason, it is gratifying that the Council achieved a modest revenue surplus to add to its General Fund and was able to add to its other Funds during the year, thus increasing its working capital by over £10,000.

The same period of six years has shown little change in the total of the Council's general income. While the Council acknowledges with gratitude the Regional Authorities' contributions of over £19,000 for 1977-78 and the continuing interest of the Convention of Scottish Local Authorities in the work of the Council, it is a matter of some concern that in the last five years the Council's income from Scottish Local Government has fallen in real terms by half.

Part of this loss has been made good by an improvement in Central Government support and the Council is indebted to the Scottish Education Department for its grant of £135,000 for 1977-78 and for its support to contract research.

The thanks of the Council are also due to all the other organisations which provided grants and donations during the past year and which are listed on page 40.

Looking to the immediate future, some decline in activity in 1978-79 is almost inevitable with the ending of the Job Creation Programmes and with an anticipated cut in basic SED grant.

As foreseen in the last Annual Report, the financial ability of the Council to initiate and carry through research projects of its own choosing has now been seriously curtailed, a major part of its general income now being devoted to providing the basic professional and administrative structure for mounting contract research projects. In the longer term, some restoration of the balance between contract research and non-contract research is clearly needed to allow the Council the opportunity of steering a wise and sensible course for the future benefit of Scottish Education.

The Committee expresses its thanks to David C Kelly, who has been the Council's Administrative Officer for the past four years. Mr Kelly has recently left to take up a more senior appointment and has

been succeeded by Mr Martin P Ahrens. A word of appreciation is also due to Mrs Betty Smail and all the other members of the administrative and clerical team.

Communications Committee
(Chairman — Professor A T Morrison)

The programme of work for which the Committee is responsible has again been a busy one, one reflecting the increased emphasis now being place upon the Council's communication function. It has not however been possible to allocate additional financial resources to augment the staff available to undertake the work. The result has therefore been that not all objectives have been achieved. In particular, the projected reclassification of the Library has not yet been commenced. Until such time as the Librarian/Information Officer is able to devote a larger proportion of her time to her librarian function, it is unlikely that more than very slow progress in this respect will be possible.

In the course of the year three new books have been published. The first of these, *Special Education in Scotland,* became available in January 1978. This book contains a collection of essays written by people who have key posts in the organisation of special education in Scotland or who have undertaken work in research or development in respect of special education in the course of their employment in that field. The remaining two publications were both issued in June 1978. *Getting a Trade* is the final report of the Council's Case Studies of Education and Training project. It is concerned with recruitment to, and the operation of, the apprenticeship system in Scotland today. A fuller account of this book is contained in the project report (See page 14). *No Cosmetic Exercise* (which is a joint publication with Scottish Community Education Centre) is the report of a project, conducted under the MSC Job Creation Programme, which aimed to evaluate the considerable number of other job creation projects that were undertaken in colleges of education to provide socially useful employment for newly qualified teachers who would otherwise have been unemployed. As the title of the report suggests, the college of education projects that were studied proved in general to provide work that was both socially useful and of value to the participants — and not a means of disguising unemployment. Further details are given on page 25.

The fact that 1978 is the year of the Council's 50th anniversary has been marked in three ways. In the first place a commemorative booklet has been produced. This booklet, in addition to being issued along with this Annual Report, will be available to interested persons. Secondly, in the course of a major updating and

enlargement of the Council's travelling exhibition, a retrospective section reviewing highlights of the Council's 50 years of operation has been included. Finally, the design of the Newsletter has been varied in a way which permits the incorporation of a 50th Anniversary emblem in the two 1978 issues.

The first showing of the new exhibition was at the Council's International Symposium, *School and After*, that was held at Peebles from 26th February to 3rd March 1978. This Symposium which formed part of a Council of Europe series was attended by representatives from 19 countries. The proceedings will be published in due course in a Council of Europe Series, by the NFER Publishing Company.

The reintroduction of an alternative hardback format for two publications in 1977 has been shown by sales figures to be a justified step, and accordingly *Getting a Trade* has been made available in this format as well as in paperback. Demand for information on the *SCRE Profile Assessment System* has grown and been well-maintained, with the result that a reprint of both *Pupils in Profile* and *SCRE Profile Assessment System: Manual* has been necessary. The Manual for the 1974 *Revision of the Burt Word Reading Test* has continued to be in high demand and a second reprint has been made.

The prospect for 1978-79 is for the production of several more publications. The first of these is likely to be *Life in Scottish School Hostels* by R Jackson and P Robinson. The research work it reports was undertaken independently of the Council. Publication of it by the Council represents a continuation of a long-established Council policy of publishing external work, deemed of interest and value, that might not achieve publication through normal commercial channels.

Despite the fact that the reclassification of the Library has not yet been undertaken, it should be noted by readers of this report that its specialised collection is available for use by all bona fide enquirers. This service complements the enquiry service which the Information Services Unit provides.

REPORTS ON PROJECTS

Case Studies of Education and Training
(Researchers: Mr A D Weir (Principal) and Mr A C Ryrie, Miss F Nolan, and Mrs E Gordon)

This programme of research has now been completed, and two reports have been published. One of these, *Glad to be Out?* by A D Weir and F Nolan was published in 1977 and dealt with young male school leavers, and their attempts to find employment.

The second report, entitled *Getting a Trade*, by A C Ryrie and A D Weir, was published in June, 1978. It is a study of young people

serving their appreticeship in engineering and motor repair trades in Central Scotland. One part deals with the operation of the apprenticeship system, taking account of the views, attitudes and intentions both of the apprentices themselves and of a variety of others involved in the apprenticeship process. The other part of the book examines factors making for success in apprenticeship taking account of the personality and motivation of the apprentices and the characteristics of the workplace.

The project was funded from the Council's own resources, with welcome financial and other assistance from two industrial training groups.

Teaching Strategies in the Primary School
(Researchers: Mr J L Powell (Principal), Mrs K A Proctor, Mr F Coupar, Mr G McAvoy, and Mrs E Gordon)

The collection of data for this project was completed in June 1978. The analysis of the data and the preparation of a report is expected to take about 1½ years.

The project, which was begun in October 1973, has been concerned with identifying a variety of teaching styles and practices to be found in use in the upper classes of Scottish primary schools and to ascertain some of the effects on pupils of adopting them.

The project has fallen into three main phases. The first was concerned with the development of an observation schedule capable of giving a description of a wide range of features of the teaching observed. The schedule produced — *System for the Classroom Observation of Teaching Strategies (SCOTS)*, was, it must be stressed, designed to identify important elements, and not merely superficial characteristics.

The second phase of the project, completed in 1975, involved the use of this schedule with a sample of 138 primary teachers in East and Central Scotland and the subsequent use of cluster analysis to form homogeneous groups of teachers sufficiently similar in their teaching to be said to have a common teaching strategy.

The third stage (April 1977-June 1978) involved the re-use of this schedule, *in a revised form*, on another—partly overlapping—sample of 128 teachers, but this time preceded and followed by the testing of the pupils taught by the teachers concerned. The tests used were specially devised for the purpose. They related to pupils' attitudes to school and school work, to application to work, and to the acquisition of arithmetic concepts and related computation skills.

The interest in the test results will be focussed on the changes in pupils over a period of a year under the influence of a defined teaching strategy. (Within the limits of test reliability, change was measured, since the pre- and post-tests were either the same or

parallel.) Where a particular pattern of change is associated with a defined teaching strategy in the case of a number of teachers employing that strategy but not in the case of others, there is a considerable likelihood of the two being meaningfully associated. It will be one aim of the data analysis to establish such associations. It will also be possible to look for common features of the teaching strategies to which all pupils showing specific changes have been subject.

The use of psychometric techniques in this field is obviously fraught with difficulty. Nonetheless it is hoped to provide substantial, if incomplete, backing for the substantial impressionistic and illuminative data that will also be presented in the final report.

Diagnostic Assessment
(Researchers: Dr W B Dockrell and Mr H D Black)

Only the first phase of this project — a feasibility study — has been undertaken so far. Its purpose has been to assess the problems associated with introducing Diagnostic Assessment into secondary schools, especially those arising when it is used in the regular classroom programme. The work has been undertaken as a piece of collaborative research. The researcher has been an enabler who helped teachers to find solutions to their own problems.

Six schools have co-operated in the project, two in each of three subjects: modern languages, technical subjects, and geography.

Different problems have been put forward by the teachers in each of the schools and so there have been a number of small studies with each school involved in only a portion of the work. These studies have included attempts to define criteria for the attainment of concepts and skills, devising procedures for pupil self-assessment, specification of valid dimensions for affective assessment, and the provision of systems which help teachers to analyse the detailed information available to them from their assessments. The various projects can be classified according to the three modes in which they were conducted. These conducted in the first mode address the teacher's question, "How well did my class succeed in attaining the intended objectives of my teaching?"; those in the second, the question " Which pupils have not obtained the objectives?"; and those in the third, the question "What are the reasons for this pupil not attaining the objectives?".

The range of studies undertaken has been wide since the major objective of the feasibility study has been to discover the problems which would be faced in introducing diagnostic assessment procedures into general school practice. There are three sets of results. The first has indicated that diagnostic assessment can be used in schools but that there are problems associated with it. The second

set of results consists of tests and other instruments which have been developed and tried out by the experimental schools. The third set consists of evaluations of the methodology of collaborative research.

As the feasibility study is to be completed by August 1978, reports covering the three major aspects of the study will be available shortly. A comprehensive report will be available early in 1979.

A second stage of the project applying the findings of the earlier study to a substantial part of the secondary curriculum in a number of subjects has been funded by the Scottish Education Department. This stage of the project will run to 1982.

Trends in Secondary Education
(Researchers: Mr G J Pollock (Principal), Miss J Thomson (until 28.2.78) and Mrs S Day)

This project involved a follow-up of a random sample of Scottish pupils who originally participated as 10-year-olds in the 1970 IEA project. Of the original sample of 2,181, contact has been maintained with just over 2,000.

A considerable amount of background data on these pupils is already available (from the 1970 testing, ie, at age 10). This information includes, for example, details of home background and father's occupation, and measures of interest in science, liking for school and school subjects, motivation and achievement in reading and science. As part of the current project there were collected in September 1974 further achievement measures in either reading or science, further measures of liking for individual school subjects, job and education aspirations, and attitudinal measures relating to school and motivation.

The pupils in the sample are now being followed up throughout the remainder of their secondary education and into first employment and/or further and higher education.

Semi-structured individual interviews were held in the period May-June 1975 and October-December 1975 with some 1,600 members of the sample and additional data collected on:

(1) reasons for leaving or not leaving school
(2) actual or expected occupational choice
(3) awareness of possibilities of further study in both the FE and HE sectors
(4) intentions as regards further post-school study.

Some 1,800 members of the sample traced had left school by June 1977 and details of their SCE records and initial employment have been obtained where possible. The remainder left school in June, 1977 but their post-school employment remains to be determined.

Among the topics to be investigated in the project are:

(1) how early leaving relates to earlier measured attitudes and motivation;
(2) the stability of the vocational choices of students as expressed at age 14;
(3) the relationship of attitudes and motivation at secondary level to attitudes and motivation at primary level;
(4) how an increasingly comprehensive system of education affects staying-on rates, and how the gifted and less-able pupils fare in such a system, vis-a-vis the former selective system;
(5) the relationship between specialisation in science and earlier interests and achievement in this field;
(6) the extent to which pupils find themselves constrained by choices made in second year of secondary school and the implications for later educational and job aspirations.

The analysis of the data is continuing.

The project, which continues until April, 1979, when all sample members will have completed their secondary education, is supported by a grant from the Social Science Research Council.

Awareness of Opportunity Project

(Researchers: Mr A C Ryrie (Principal), Mrs A Furst, Miss M Lauder, and Mrs E Gordon)

This project is a study of the intentions, decisions, and destinations of young people as they move through and out of secondary school, and how these are related to the guidance and other procedures in the schools, to the influence and attitudes of parents and others, and to the structure of actual opportunities in further education and employment in the locality.

The study is being carried out in four comprehensive schools in each of two different areas of Scotland: the Borders, a rural and small town area and north Lanarkshire, a heavy industrial area. Two successive samples each of approximately 600 young people (300 in each area, 75 in each school) chosen at random across the whole range of assessed ability, are being followed from the end of their second year when decisions are being made about subjects to be studied during the next two years, until at least the time when they leave school, and possibly further. Interviews are being conducted with the students at various stages, concentrating on the topics of school subjects and the process of subject choice; their perceptions of guidance procedures in the schools; their intentions about leaving school or staying on after age 16; their expectations about future careers of jobs; their view of the opportunities available to them. Interviews with all 1200 parents are also being conducted, covering a similar range of topics. At the same time information is being

gathered from the schools about the courses and progress of the students through school, about the vocational and other guidance procedures operated by the various schools, and about the destinations to which the young people go when they leave. This information is being filled out by means of interviews with samples of the teachers in the schools, and with Careers Officers.

In addition, an attempt is being made to build up a picture of the structure of opportunities available to school leavers in the localities. This is being done by means of official statistics and with the help of the Careers Service, the Employment Services Agency, and local colleges.

The transition from school to work or further education has been the subject of many recent enquiries. This study differs from most others in a number of respects:

(a) the young people are being followed from an early stage of secondary schooling, so as to take account of the process of decision making and of developing or changing intentions;
(b) the process of 'subject choice' is being included, and the implications of curricular decisions for the future are being examined;
(c) a detailed study is being made of the characteristics and practices of each school with respect to subject choice and vocational guidance procedures;
(d) the information about young people's intentions and about guidance practices are being related to the actual structure of post-school opportunities in the particular locality;
(e) the views and attitudes of parents and teachers are being taken into account and their influence on choices and intentions assessed;
(f) the data are being gathered from samples drawn from two successive year groups to allow for any special circumstances affecting outcomes in any particular year;
(g) an attempt is being made to analyse interview data both qualitatively and quantitatively, in order to increase the illuminative power of the study.

In this project survey-type methods (including some statistical analyses) are being combined with a case-study approach involving qualitative analysis and description of particular schools and localities, all in the context of a longitudinal follow-up study. It is hoped that this will provide an opportunity to look in some depth at the process of moving through and out of school in the context of the particular situations in which the study is being carried out.

By the summer of 1978 all the information related to the second-third year stage has been gathered, and interviews with the first sample of pupils during their fourth year have also been completed. A

first report on the transition from second to third year is being prepared.

The project is funded jointly by the Scottish Education Department and SCRE.

Employment and Training of School Leavers

(Researchers: Mr G J Pollock and Ms F Nolan (until 13/1/78) (Principals); Miss V Nicholson (from 1/1/78); Mrs E Charleson)

The Training Services Agency's first five-year plan identified young entrants to the workforce as a priority group of special national importance and also indicated that many had "only limited preparation for the transition from full-time education to the world of work". Two SCRE investigations — Trends in Secondary Education and Case Studies of Education and Training — both dealing with young people in Scotland — suggest that this limited preparation may lead to a situation in which young people have unrealistic aspirations and expectations concerning employment and training and that this may subsequently have an effect on their willingness to continue in the job or training they have entered.

Data concerning the occupational aspirations and expectations on leaving school at age 16 of a random national sample of approximately 900 young people in Scotland have already been collected (as part of the Trends in Secondary Education Project) and this project is a follow-up of that group into occupation, and/or industrial training.

The aims of the project are:

(1) to investigate how pre-employment aspirations and expectations match with real-life experiences in the areas of application for jobs, being accepted for jobs, and training for jobs.
(2) to compare the employment and training opportunities available to both sexes in various areas of Scotland.

Data have been collected by personal interviews with a representative group of 400 young people. These interviews were held approximately 12-15 months after leaving school.

Data on selection and training have also been collected from a sample of the firms employing the young people.

Information will be obtained on current selection and training practices as perceived by the young entrant to industry. It is hoped also to identify the sociological characteristics and abilities of deviant groups with a view to producing a better match between school leavers and available occupational and training opportunities.

The analysis of the data is well advanced and a draft report should be available by the end of July, 1978.

The project is financed partly by the European Social Fund and

partly by the Manpower Services Commission (Training Services Division).

Alternative Means of Assessing O-grade English
(Researchers: Mr E Spencer (Principal), Mr D Stewart (until his death in November 1977), and Mrs E Thomas)

This project, begun in 1974, is now complete. A report has now been submitted to the Scottish Certificate of Education Examination Board and the Scottish Education Department, the joint sponsors of the research.

The aims of this now completed project were to investigate the validity of internal assessments currently carried out in schools for the purpose of producing order of merit lists for submission to the SCEEB to devise and try out an effective system of assessment, alternative to the present examination, covering the same aspects of English work that it covers and any other aspects which are regarded as important; to devise and try out a method of moderating such alternative assessment to ensure comparability among schools.

Three lines of investigation were followed in the first stage:

(1) A survey was made identifying methods of internal assessment currently used in drawing up the order of merit lists required by the Board, following which an interim report was made on the validity of internal assessment results as compared with results in the 1975 O-grade English examination.

(2) At the same time an attempt was made to establish a reference criterion other than the existing external examination, so that alternative assessments need not be limited to testing only what the current examination tests. After analysis of O-grade questions and marking schemes and consultation with teachers and examiners, a list of possible objectives for O-grade English work was compiled. The research team developed and pre-tested a comprehensive test to cover as many aspects of English work as possible. This part of the project's work obviously needed the co-operation of schools and teachers. The policy of the research team was to relate its work as closely as possible to the realities of school life (two of the researchers are former principal teachers of English) and to involve teachers in discussion of the project as much as possible. To the teachers who contributed time, thought, comment and criticism, grateful thanks are extended.

(3) The third line of inquiry was into the experience of those already administering systems of internal assessment of English. Information was collected about the advantages and disadvantages of different methods of assessment and moderation employed by various examining bodies in England, Australia and New Zealand. The development of this part of the

work was concerned with finding, through field-testing, the best way of moderating school-based assessment of English.

The second and third stages of the work were an experimental internal assessment scheme in 14 schools and the evaluation of it by comparison with the O-grade, when the results of both were set against the pupils' performance in the specially designed and carefully marked comprehensive testing procedure.

Evaluation of the Lothian Region Educational Home Visitor Programme

(Principal Researchers: Mr J Raven and Mrs G McCail)

Over the past two years, six Educational Home Visitors have, between them, visited some 200 homes on a weekly basis over a period of months in order to "Encourage the mothers to play a more active role in promoting the educational development of their 2-3 year old children". In addition they have facilitated the development of a number of other activities in the communities in which they are based. These have included setting up mother-and-toddler groups, setting up regular meetings between all the professionals serving the community, and making a video-tape on the provisions available for under-5s in the area so that knowledge of their provision can become more widely available.

In the absence of the funds needed to develop appropriate measures and carry out a statistical survey (but see "Priorities in Adult Education", page 23), the evaluators have concentrated, firstly, on trying to describe what has been happening in such a way that it can be related to what has been happening elsewhere, and to the probable effects of the programme — deduced from its effects elsewhere. (To do this, it has been necessary to carry out a review of the extensive, and highly unsatisfactory, literature.) Secondly, the researchers have interviewed EHVs, mothers, fathers, other teachers in the schools concerned, heads, health visitors, social workers, and other community workers. In the course of these interviews an attempt has been made, not only to form an impression of the programme and its context, but also an impression of its actual impact. There is interest not only in the impact on the mothers and children directly involved but also on the EHVs, the schools concerned, and other members of the communities in which the visiting is taking place.

There is little doubt that the programme has had a significant impact on the quality of family life within the families visited, and on the schools and communities involved. It will almost certainly have a long term impact on the children's subsequent adjustment to school. Through the evaluators it will have an impact on general understanding of the nature of the problems which are being tackled

and the way in which they are to be tackled. Nevertheless, to be certain of those conclusions it would be necessary to invest heavily in further research to develop appropriate measures, carry out appropriate surveys and (further) experiments, and contribute to theoretical understanding of the issues.

Priorities in Adult Education

(Researchers: Mr J Raven (Principal), Ms M Nash, and Mrs E Ward)

The Lothian Region Educational Home Visiting Project (described above) is funded out of the Lothian Region Adult Education budget. It aims to encourage parents to play a more active role in promoting the educational development of their children. But surprisingly little is known about the role which parents already play in promoting the educational development of their children, the qualities which they feel it is important for their children to develop, their knowledge of child-rearing, or their perceptions and understanding of their own role in the process. Nor is much known about the strength of their felt need to develop greater confidence and competence in this area compared with, for example, their felt need to develop greater confidence and competence in inter-personal relationships or in dealing with the political-bureaucratic machinery. This study aims to explore some of these issues. The questions which have been included have been selected either because they provide information which is valuable background to the EHV project or because comparative data collected from the people who have been home visited would yield information on the impact of the Home Visiting Project on parents' knowledge, attitudes, and child-rearing practices.

About 250 people have been interviewed and an interim report has been prepared. A few of the results may be mentioned here:

(1) There is a lack of consensus among parents about their goals in child-rearing, and this raises serious questions for administrators, teachers, and home visitors, and it perhaps contributes to our understanding of why so few schools have been willing to give parents a major say in determining educational goals.

(2) Whereas few parents have serious "unrecognised felt needs" for adult education vis-a-vis bringing up their children, they have serious problems in establishing satisfactory relationships with others in the areas in which they live and, in particular, serious problems relating to the political-bureaucratic structure.

(3) If there is truth in the argument that the most important thing which parents teach their children is not the ability to fit into a school system but the ability to feel and to be able to influence their own destinies, then the data provides cause for concern.

(4) The same can be said if it is indeed true that cognitive development is dependent on such things as reading to one's children, telling them stories, and engaging them in conversations.

The research assistants working on the project are funded by the MSC under the Job Creation Programme.

Demand for, Uptake and Supply of Pre-school Education and Care Facilities

(Researchers: Dr J Haystead (Principal), Ms V Howarth, and Ms A Strachan)

This research project is concerned with the relationship between demand and supply in the pre-school field. It is part of the Nursery Education Research Programme financed by the Scottish Education Department and the Department of Education and Science. The fieldwork is being carried out in Lothian Region but a description of provision in the whole of Scotland will be made.

The work of the project has fallen into three sections:

(1) The demands of parents of pre-school children have been examined. Generally, the mothers were interviewed in their own homes by a member of the research team. The sample consisted of the complete population of families with pre-school children in the areas selected. The criteria for area selection related to the availability of local employment for women and the amount of pre-school provision in the area. Thus, a city centre area was contrasted with a commuter area and some rural areas. The data are currently being processed.

(2) A small scale action project has been designed to throw light on the relationship between knowledge about pre-school provision and the demand for places. Applications to and the drop-outs from all the facilities in an area of Edinburgh are currently being monitored. In August and September, 1978 this same area will be flooded with information about existing facilities. Its influence on the pattern of demand will then be examined by comparing the applications to and drop-outs from the facilities in the following year.

An important part of this project is an assessment of different ways of communicating this kind of information. Leaflets will be put through doors and posters will be placed in strategic positions throughout the area. Discussions and talks will be held. Residents will be asked to come and view a video-tape recording showing the distinguishing characteristics of the facilities in their area.

(3) The third study is concerned with the way in which general policy influences actual individual placements. As the focus is to be on

non-users an area where demand exceeds supply and which is generally defined as "disadvantaged" has been selected. Families who do not know about existing provision or how to get places, who feel that it does not meet their needs, or who are unsuccessful applicants will be identified and studied.

Evaluation of the Newly-Qualified Teachers Job Creation Programme
(Principal Researchers: Mr D Gulland and Mr S Zaklukiewicz)

Faced with substantial unemployment amongst newly-qualified teachers, the colleges of education attempted in 1976-77 and 1977-78 to provide some practical help by securing funds under the terms of the Job Creation Programme of the Manpower Services Commission for projects which could employ those unable to find teaching posts. In the first year of this scheme, the colleges set up and supervised over forty such projects providing places for over four hundred teachers.

An evaluation study was set up by the Council, also financed under the Job Creation Programme, to assess the value of this large scale social experiment. This involved constructing a record of the work that was done under the programme in the first year of the scheme, investigating the experiences of those who took part, and noting the benefits, if any, which resulted, both for the participants in the college projects and for the community.

The study was completed at the end of 1977, and the final report, entitled *No Cosmetic Exercise*, is now available from the Council. The report provides an overview of the situation in 1976-77. It is hoped that the information thus preserved in the report will be of interest to anyone involved in the operation of similar short-term projects, particularly those conducted by the colleges under the STEP programme, which the Manpower Services Commission has established since the discontinuation of the Job Creation programme.

The Social Construction of Teachers' Careers
(Researchers: Mr M Corrie (Principal), Mr S Zaklukiewicz, and Mr M Vallely)

The chief aim of the project is to identify the way secondary school teachers progress through the various work situations which comprise their careers and the way this influences the kind of work they do, the nature of the satisfaction they obtain from such work, and the commitment they develop towards it. A further aim is to describe the implications of such career movement for the educational arrangements of schools in that these are dependent on the flow of teachers into, within, and from different kinds of work in teaching.

Work on the study began earlier this year and will continue until the end of 1980. The major part of the research will comprise a programme of exploratory interviews with teachers in various categories, followed by a stage intended to produce information on the basis of which more general conclusions can be drawn. The final stage of the research will be concerned with preparation of reports and dissemination, since it is expected that information in this area will be of interest and value to a variety of audiences. At the present stage of the work, however, the main concern is to acquire relevant background information and to develop an initial awareness of the issues involved in this complex area. This will be of considerable benefit in directing further investigation and in detailed planning of subsequent stages. For this purpose discussions are being held with senior staff in schools, with teachers' associations, and with central and regional authorities.

The research is supported by the Social Science Research Council through the award of a research grant.

The Primary School Survey

(Researchers: Mr G J Pollock and Mr W G Thorpe (Principals); Mrs S Rochow)

The Scottish Education Department is currently involved in an assessment of the quality of education in the primary schools of Scotland. As part of that assessment the Department was anxious to include factual data on current levels of achievement, among primary pupils, in the basic skills of Mathematics and Reading Comprehension. The Research Services Unit was asked if it would be prepared to undertake this aspect of the work and, after some clarification of the aspects involved, agreed to do so.

The Edinburgh Reading Tests were available to assess Reading Comprehension.

In Mathematics, however, no suitable tests existed due to changes in curricula, metrication, and decimalisation. A working party consisting of two members of the Inspectorate and two members of the RSU therefore set to work to construct appropriate test items. The production of the test items was based on three main criteria:

(1) the outlines of curricula discussed in Curriculum Paper 13 *Mathematics in the Primary School* (published by HMSO);
(2) the need to have items of differing levels of difficulty. Initially we hoped to produce for each content area of the curriculum easy items (90% facility), medium difficulty items (40-60% facility) and hard items (20% facility). However, in practice this proved difficult to achieve;
(3) the inclusion at the P7 stage of valid items from the 1953-63 national survey of attainment carried out by SCRE.

After a considerable amount of pre-testing we were able to produce four maths tests for each stage and each pupil took two of these (approximately 50 items in all).

The fieldwork was carried out in June 1978 in a random sample of 91 primary schools. Testing took place at two stages; P4 (8-year-olds) and P7 (11-year-olds). In each school a maximum of twenty-four pupils from each stage was selected randomly using date of birth, so that approximately 4000 pupils in all were involved (2000 at each stage).

The analysis of the test data is now being undertaken and we hope to be able to provide details of performance on individual items, and to be able to look at strengths and weaknesses in various facets of Reading and Mathematics. We will also be able to look at pupils at any particular level of ability (eg, the top 25% of an age-group) and specify what their typical performance in Mathematics would be.

Finally we will be able to make some comparisons with the data from the earlier surveys of 1953 and 1963, which should provide some evidence on the vexed question of "falling standards".

An Evaluation of the Reaction to the Munn and Dunning Reports (Researchers: Dr W B Dockrell and Mr J P Forsyth (Principals); and Miss C E Kennedy)

This one-year project, which started in January, 1978, is examining the impact of two major reports, *The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School* (the Munn report), and *Assessment for All* (the Dunning report), published in September, 1977. Information is being gathered on the reactions of the general public, the reactions of interested specialised publics, and the reactions of the staff of the schools who will be required to implement the proposed changes. It is hoped that by looking at the process of dissemination of the recommendations and by monitoring reactions to them and action taken on them, it may be possible to suggest propositions at a general level.

The reactions of the general public are being analysed through reports in the press and other media of communication. The reactions of interested, specialised publics are being analysed by their reaction to structured interview, and a questionnaire is being sent to a sample of teachers in secondary schools in Scotland.

The aims of the research are to discover to what extent the groups investigated are aware of the contents of the reports, what is the degree of consensus in the interpretation of the recommendations, and, finally, what changes have been made in the educational system and in the schools as a consequence of the reports.

It is hoped that the study will throw some further light on the process by which decisions can be taken on educational policy and the way the policy is put into practice within the limited field of the

impact, on the educational system generally and on the schools, of reports and recommendations of national advisory committees.

The project is funded largely by a grant from the Social Science Research Council but partly also by SCRE.

Standards of Numeracy in Central Region

(Researchers: Mr G J Pollock (Principal); and Mr W G Thorpe)

In 1974, at the request of Stirlinghsire Education Authority, the Research Services Unit undertook a survey of achievement levels in reading comprehension and arithmetic at the P6 stage in Stirlingshire primary schools. A total of 516 pupils from 20 random selected classes was involved.

Early in 1978 a further study, financed by the Scottish Education Department, was undertaken. This involved a replication of the previous study with a new random sample of P6 pupils in the Central Region and a follow-up of the previous sample at the S3 stage. The aim was to examine what changes, if any, had taken place in P6 standards in the Region over a 3-year period. The second aim was to study the development of artithmetic competence in individuals over the 4-year period 1974-78. The fulfilment of the second aim involved the study not only of individual items but of broad aspects of the arithmetic curriculum — eg., vulgar fractions, decimals, money, measure.

The findings, which will be of relevance to any discussions on minimal competencies in arithmetic and/or appropriate target levels of performance, are contained in a draft report that has been submitted to the Central Region Education Authority for discussion. The final report on the project will be published shortly.

The Research Services Unit

(Researchers: Mr G J Pollock (Head of Unit), Mr W G Thorpe, Ms S Freshwater, and Mrs S Rochow)

The Research Services Unit provides a service for bodies working in the educational field. The work which the Unit undertakes can be classified under three main headings:

(1) Professional advice and consultancy
   - (a) On the design and planning of research projects
   - (b) On the evaluation of external research projects
   - (c) On the selection and use of test materials
   - (d) On the selection procedures for training programmes

(2) Statistical services and data processing
   - (a) Consultation and general advice on statistical matters
   - (b) Assistance in the analysis of data
   - (c) Validation of selection procedures

(3) Collaboration with other bodies in research projects

(a) Service on research committees and steering committees
(b) Collaboration in joint projects with external bodies
(c) The carrying out of surveys and other contract work for external bodies

Work completed by the Unit in the past year includes:

(1) A survey of opinions of secondary school pupils about current punishments used in schools and their attitudes to possible alternatives was undertaken for the Educational Institute of Scotland. A report on the findings was presented to the Institute who took the results of the survey into account in reviewing its policy on punishment in schools.
(2) The Scottish Central Committee on Primary Education requested the Unit to analyse questionnaire data concerned with the provision of remedial services in two areas of Scotland.
(3) Assistance in the analysis of test data obtained by the Royal Hospital for Sick Children, Edinburgh, in connection with a project on The Educational Achievement of Children with Deviant Speech Development, was provided by the Unit.
(4) The final sets of results from the SCOTBEC studies of continuous assessment in SNC English and Statistics were analysed and reports sent to the relevant working parties. This marks the end of the Unit's involvement in the three-year study conducted by SCOTBEC on this topic.
(5) The Unit also undertook for the Lanarkshire Automobile Group Training Association, the analysis of the data from the battery of tests used as part of their annual selection procedure for apprentices. This work developed from the recently completed project on Case Studies of Education and Training.

Currently, the Unit is involved in three projects, all in the field of Mathematics in schools:

(a) The International Association for the Evaluation of Educational Achievement (IEA) is undertaking a further multi-national study of mathematics. The Council represents Scotland in the Association and a Scottish National Committee has been set up, for which the Unit provides the required technical facilities. Two staff members (Mr Pollock and Mr Thorpe) serve on the National Committee while Mr Pollock is also a member of the International Committee.
(b) While the IEA study is concerned with mathematics at secondary school level, the Unit is also involved in a survey of basic skills in Mathematics and Reading Comprehension in primary schools, which is being carried out for the SED in 1978. The organisation of the testing and the analysis of the test data will be undertaken by the Unit.

(c) A follow-up of the study of the 1974 Survey of achievement levels in Stirlingshire primary schools has been undertaken. (See report on "Standards of Numeracy in Central Region" (page 28).

Staff of the Unit have also served on a number of external committees, eg, SCOTBEC Research and Development Committee, Inter-College Research Committee (Colleges of Education), and the Edinburgh Regional Computer Users Committee.

Information Services

(Head of Information Services: Mr J L Powell; Librarian and Information Officer: Miss E P Steel)

See the report of the Chairman of the Communications Committee (page 13).

Administrative and Clerical Services

(Head of Administrative Services: Mr D Kelly (to 31.4.78), Mr M P Ahrens (from 1.5.78); Clerical and Secretarial Staff: Mrs E Small (Senior Clerkess), Miss S Craigie, Miss C Hogg, Mrs R Inglis, Miss E Moffat, Miss L Stark, and Mrs H Thomson)

See report of the Chairman of the Finance and General Purposes Committee (page 11)

SCRE SILVER MEDAL

The Council's Silver Medal for 1978 has been awarded to Mr A Douglas Weir. This award, the third of its kind, is made in respect of publications relating to educational research in the calendar year preceding the award. The researcher, who must be under 40 years of age, must either be working in Scotland or be Scottish by birth.

Mr Weir, who is Lecturer in Education in the University of Glasgow is a former member of the Council staff, and has since June 1978 been a member of the Council. His two most recent publications are *Glad to be out* (1977) and (with A C Ryrie) *Getting a Trade* (1978).

SCRE RESEARCH FELLOWSHIP

The Council's Research Fellowship for 1978 has been awarded to Mr V Kontogiorgos in respect of his thesis entitled "Parental Absence and Achievement Among Greek Primary School Children", which was judged by an adjudicating committee to be the best non-doctoral thesis in the field of education presented to a Scottish University in 1977. Mr Kontogiorgos undertook his MEd studies in the University of Dundee. He has now returned to Greece, where, it is hoped, he will undertake research aided by the small grant to which the Fellowship entitles him.

SUMMARY REPORT OF PROJECTS

Title of Project	Principal Research Worker(s)	Starting Date	Approximate duration	Source of Finance
Case Studies of Education and Training	A D Weir and AC Ryrie	1972	5 years (publications 1977 & 1978)	SCRE
Teaching Strategies in the Primary School	J L Powell	1973	6 years	SCRE
Trends in Secondary Education	G J Pollock	1974	5 years	SSRC SCRE
Alternative Means of Assessing O-Grade English	E Spencer	1974	3½ years	SCEEB SED
Awareness of Opportunity	A C Ryrie	1976	5 years 8 months	SED SCRE
Evaluation of the Lothian Region Home Visitor Programme	J Raven and G McCail	1976	2½ years	SED MSC
Diagnostic Assessment in Secondary Schools	W B Dockrell and H Black	1976	2 years	SED
Demand for, Uptake, and Supply of Pre-school Education and Care Facilities	J Haystead	1976	3 years	DES SED
Employment and Training of School Leavers	G J Pollock and F Nolan	1976	1 year 8 months	MSC (TSD)
The Evaluation of the Newly-qualified Teachers Job Creation Programme	D Gulland and S Zakulkiewicz	1977	1 year	MSC
Priorities in Adult Education	J Raven	1977	9 months	MSC
The Social Construction of Teachers' Careers	M Corrie	1977	3 years	SSRC SCRE
The Primary School Survey	G J Pollock	1977	2 years	SED
An Evaluation of the Reaction to the Munn and Dunning Reports	W B Dockrell and J P Forsyth	1978	1 year	SSRC
Standards of Numeracy in Central Region	G J Pollock and W G Thorpe	1978	6 months	SED

LIAISON WITH OTHER ORGANISATIONS, PAPERS DELIVERED, AND CONSULTATIVE SERVICES UNDERTAKEN BY THE COUNCIL'S STAFF 1977-78*

Council Representation at Conferences

Inter-University Committee on Computing, "Applied Statistics", Manchester, 12th & 13th July 1977 (Mr W G Thorpe)

British Educational Research Association Conference, Nottingham, September 1977 (D & Mr H D Black)

Scottish Educational Research Association, St Andrews, 30th September-1st October 1977 (D, DD, AD, et al)

Nevis/SCRE Conference: "Tomorrow's Job", Edinburgh, 28th October 1977 (D, DD, AD)

"Strategies for Young Children and their Families", Craiglockhart College of Education, November 1977 & June 1978 (Dr J Haystead)

IEA Mathematics Conference, Lexington, USA, 12th-25th November 1977 (DD)

National Conference on Munn and Dunning Reports, Dundee, 25th November 1977 (DD)

Scottish Further Education Association Conference, Jordanhill College, November 1977 (Ms S Freshwater)

SSRC/SCRE 5th Language and Learning Seminar, Stirling, 5th-7th January 1978 (D & Mr E Spencer)

IEA Council Meeting, Tokyo, 20th-30th January 1978 (D, DD)

Scottish Educational Research Association Annual General Meeting, Moray House, Edinburgh, 4th February 1978 (DD)

Council of Europe Symposium, "School and After", Peebles, 26th February-3rd March 1978 (D, DD, et al)

American Educational Research Association Annual Meeting, Toronto, March 1978 (D)

Scottish Educational Research Association Conference, Inverness, 31st March-2nd April 1978 (DD)

Scottish Technical Education Council Symposium (in conjunction with the Institute of Science Technology) at Royal Scottish Museum, March 1978 (Ms S Freshwater)

Conference of the Higher Education Group on "Knowledge for What?", St Annes, College, Oxford, 31st March-3rd April 1978 (Mr A C Ryrie)

IAEA Conference: Educational Assessment, Vienna, May 1978 (D)

IEA Mathematics Conference, Caracas, 7th-13th May 1978 (DD)

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*D — Director
DD — Depute Director
AD — Assistant Director

"Child Care for Working Parents", Brunel University, 17th May 1978 (Miss V Howarth)
EOC/SSRC Conference on "Women and Underachievement", Bradford College, June 1978 (Mr S Zaklukiewicz)
Annual Workshop on Research and Development in Careers Guidance, National Institute for Careers, Education and Counselling, Wolfson College, Cambridge, 29th June-1st July 1978 (Mr A C Ryrie)
Council for Exceptional Children World Congress, Stirling, July 1978 (D)
IEA Mathematics Conference, Urbana, USA, 19th-27th August 1978 (DD)
British Educational Research Association Conference, Leeds, 6th-8th September 1978 (DD)

Council Representation on Committees

Consultative Committee on the Curriculum (Scottish Education Department) — Chairman (D)
IAEA Standing Committee (D)
IEA Mathematics International Committee (DD)
Open University Advisory Committee on Studies in Education (DD)
Scottish Council for Educational Technology (AD)
Training Services Agency: Training Research Advisory Committee (DD)
Local Arrangements Committee — First World Congress on Special Education — Chairman (D)
Inter College of Education Research Committee (DD)
SERA Executive Committee (DD)
Adult Literacy Research Project Steering Committee (AD)
CCC: Education for the Industrial Society Project — Language Study Group (AD)
Consultative Committee of the Schools' Council Project: Impact and Take-up of Schools' Council Projects (D)
Jordanhill Unified Vocational Preparation Group (DD)
SCEEB English Panel (Mr E Spencer, as Consultant re assessment)
Scottish Central Committee on English (Mr E Spencer, as Consultant re assessment)
SSRC Register of Research Consultative Committee (AD)
Sub-Committee on SCCE on Curriculum and Assessment (Mr E Spencer)
Treasury Supported Users' Committee of the ECC (Mr W G Thorpe)

Papers Delivered at Conferences

Director "Munn and Dunning Reports" (Edinburgh University Forum, October 1977)

"Opting for Comprehensives", SSRC Seminar on the Organisation and Impact of Educational Research (London Business School, January 1978)
"Learning to Fa...", Annual Conference of the Oxford Society for Applied Studies in Education (March 1978)

Depute Director

"Standards in Education and Aspects of Careers Guidance", HAS Conference (St Andrews, 29th September 1977)
"Pupils' Reactions to Careers Guidance", SERA Conference (St Andrews, 30th September 1977)
"Minimal Competence in a Scottish Context", Meeting of State Educators (Lexington, USA, 16th October 1977)
"The Primary School Survey", Nuffield Foundation Mathematics Group (London, 12th December 1977)
"Trends in Secondary Education Programme in Relation to Transition from School to Work", Council of Europe Symposium (Peebles, 2nd March 1978)

J Raven

"Some Curriculum Innovations Posing Problems for Evaluation", SERA Conference (St Andrews, 29th September 1977)
"Taking Stock of our Human Resources", British Psychological Society: Occupational Psychology Section Conference (January 1978)
"The Role of Social Research in Modern Society and its Implications for Psychologists", British Psychological Society Annual Conference (April 1978)

E Spencer

"Initial Results of SCRE/SCEEB Internal Assessment Scheme", SERA Conference (St Andrews, 29th September 1978)

W G Thorpe

"An Application of the Rasch Model to the Stirlingshire Arithmetic Text", SERA Conference (St Andrews, 1st October 1977)

(In addition to delivering papers at conferences, members of the Council's staff lectured at in-service courses, to groups of teachers, parent-teacher associations etc., on some twenty occasions, between July 1977 and June 1978, on matters arising from current or completed Council projects. Topics

covered included the SCRE Profile Assessment System, Guidance in schools, and internal assessment for external certification.)

Journal Articles and Other External Publications

Director "Learning to Fail", *Journal of Applied Studies in Education* (In Press)

Depute Director "An Assessment of Standards in Primary Schools in a Scottish County" in *Monitoring of National Standards of Attainment in Schools* edited by R. Sumner. (NFER 1977) pp70-81

H D Black "Programmable Calculators, Mini Computers for the Classroom", *Teaching Geography*, July 1978.

J Raven *Education, Values and Society: the Objectives of Education and the Nature and Development of Competence* (H K Lewis; The Psychological Corporation, 1977)
"School Rejection and its Amelioration", *Educational Research*, 20, 1977, pp3-9.
(with J C Raven and J H Court) *A Manual for Raven's Progressive Matrices and Mill-Hill Vocabulary Scales* (H K Lewis, 1977)
(with Thelma Dolphin) *The Consequence of Behaving: the Ability of Irish Organisations to Tap Know-how, Initiative and Leadership* (The Competency Motivation Project, 1978)

A C Ryrie "Stop the Conveyor Belt", *Times Educational Supplement, Scotland*, 7th April 1978

S Zaklukiewicz (with Douglas Gulland) "Job Creation: Costs Benefits, Problems", *SCAN*, May 1978.

ACCOUNTS FOR THE YEAR ENDED 31 MARCH 1978

BALANCE SHEET AS AT 31 MARCH 1978

Employment of Funds			*1978*	*1977*
Fixed Assets				
Office Furniture, Furnishings and Equipment at Cost, less Aggregate Depreciation (Note 5)			£8,000	£8,400
Pension Fund – Investment and Cash on Deposit (Note 6)			907	613
Current Assets, less Current Liabilities				
Sundry Debtors and Prepaid Charges		£49,669		26,439
Cash on Deposit		921		5,487
Cash in Bank Current Account		—		10,280
Cash in Hand		1,862		2,049
		£52,452		£44,255
Less Sundry Creditors and Accrued Charges	£11,630			14,179
Bank Overdraft	346	11,976		—
Net Current Assets			40,476	30,076
			£49,383	£39,089
Funds Employed (Note 7)				
Publications Fund			£10,243	£8,276
Maintenance Fund			6,500	3,500
Pension Reserve Fund			1,267	895
50th Anniversary Fund			1,000	—
General Fund			30,373	26,418
			£49,383	£39,089

J D NISBET, *Member of Council*
W S CHARLES, *Member of Council*

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH 1978

Income	*Note*	*1977-78*	*1976-77*
Support Grants and Donations	1	£156,951	£141,832
Contributions towards Cost of Projects	2	146,506	79,668
Other Income	3	11,246	1,988
Interest on Deposits		1,264	683
		315,967	£224,171
Expenditure			
Projects	2	£192,252	£117,890
Other Expenditure	3	37,984	30,635
		£230,236	£148,525
General Expenditure	4	81,776	75,768
		£312,012	£224,293
Surplus (Deficit) for Year	7	£3,955	(£122)

REPORT OF THE AUDITORS TO THE MEMBERS OF THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

We have examined the foregoing Balance Sheet, Income and Expenditure Account and the attached Notes on Accounts which have been prepared under the historical cost convention. In our opinion the Accounts comply with the Companies Acts 1948 and 1967 and together with the Source and Application of Funds Statement give a true and fair view of the state of the affairs of the Company as at 31st March 1978 and of the surplus and of the source and application of funds for the year ended that date.

ROBERTSON, CARPHIN & CO, CA.
Edinburgh, 31st May 1978

STATEMENT OF SOURCE AND APPLICATION OF FUNDS FOR THE YEAR ENDED 31 MARCH 1978

Funds Generated		*1977-78*	*1976-77*
Sales of publications		£7,445	£4,207
Grant from Scottish Education Department to Publications Fund		2,500	1,000
Interest on Pension Reserve Fund Investment and Deposit		92	44
Items Charged against revenue not involving movement of funds:			
Depreciation	£2,010		2,097
Transfer to Publications Fund	2,000		1,500
Transfer to Maintenance Fund	3,000		1,500
Transfer to Pension Reserve Fund	279		280
Transfer to 50th Anniversary Fund	1,000		—
		8,289	
		£18,326	£10,628
Revenue Surplus (Deficit)		3,955	(122)
		£22,281	£10,506
Application of Funds			
Expenditure on publications		£9,979	£6,106
Expenditure on office furniture, furnishings and equipment		1,609	1,497
Investment of Pension Reserve Fund (including bank deposit		294	613
		£11,882	£8,216
Total Increase in Working Capital		£10,399	£2,290
Represented by:			
Increase in Debtors	£23,230		£9,249
Increase (Decrease) in Cash and Bank Balances	(15,379)		4,765
Decrease (Increase) in Creditors	2,548		(11,724)
		£10,399	£2,290

ACCOUNTING POLICIES

A. *Depreciation*
Office furniture, furnishings and equipment are depreciated by an overall annual charge, with a view to writing down the assets to approximate scrap value at the end of their estimated useful lives.

B. *Taxation*
The Council has charitable status as an educational body and accordingly has no Corporation Tax liabilities on revenue surpluses or untaxed interest.

C. *Publications Fund*
In order to avoid depletion or distortion of the Council's income and expenditure in any one year, the costs of publishing research findings are normally charged to the Publications Fund. The Fund is maintained from sales of these publications as and when they take place, from grants, and from periodical transfers from the Income & Expenditure Account. No value is placed on stocks of unsold publications.

D. *Maintenance Fund*
The Maintenance Fund has been set up to meet extraordinary expenditure on the Council's leased premises.

E. *Pension Reserve Fund*
The Pension Reserve Fund has been established to provide in future years all or part of the Council's additional costs arising from inflation of providing pensions for members of the staff.

NOTES ON ACCOUNTS

1. Support Grants and Donations		*1977-8*	*1976-7*
Scottish Regional Education Authorities:			
Borders		£388	
Central		1,049	
Dumfries and Galloway		559	
Fife		1,322	
Grampian		1,751	
Highland		450	
Lothian		2,956	
Strathclyde		9,705	
Tayside		1,570	
Western Isles		117	
		£19,867	£20,124
Scottish Education Department		135,000	120,000
Educational Institute of Scotland		1,500	1,500
Local and District Associations of Educational Institute of Scotland:			
Aberdeen	£10		
Banff/Buchan	50		
Caithness	5		
Central Region	20		
East Lothian	5		
Edinburgh	25		
Fife	30		
Gordon	10		
Kincardine and Deeside	5		
Moray and Nairn	5		
Orkney	8		
Roxburgh	10		
West Lothian	40		
Wigtown	3	226	88
Grant Aided and Independent Schools:			
Edinburgh Merchant Company	150		
Robert Gordon's College, Aberdeen	38	188	—
Other Grants:			
Scottish Educational Research Association	150		
Scottish Association of Assistant Head Teachers (Early Education)	20	170	120
		£156,951	£141,832

2. Projects	*Income*	*Expenditure*
Specially Funded Projects		
Trends in Secondary Education	£11,034	£12,425
Alternative Means of Assessing O-grade English	21,478	21,504
Awareness of Further Education	444	1,116
Awareness of Opportunity	13,630	19,776
Pre-school Education and Care	23,987	23,987
Evaluation of Lothian HV Programme	9,101	9,123
Employment and Training	14,239	15,760
Language and Learning Seminar	930	930
Diagnostic Assessment	8,352	9,637
Social Construction of Teachers' Careers	1,532	9,188
Munn and Dunning Reports	2,516	3,225
Job Creation Programmes		
Priorities in Adult Education	2,055	2,055
Evaluation of Newly-qualified Teachers	37,208	36,869
	£146,506	£165,595
Other Project		
Teaching Strategies in the Primary School		£26,657
		£26,657

3. Other Income and Expenditure		
Research Services Unit	£3,694	£15,627
Information Services		12,876
Grants		250
Council of Europe Symposium 1978	7,231	7,231
Transfer to Publications Fund		2,000
School to Work: Refund of Grant	321	
	£11,246	£37,984

Explanatory note on Expenditure

1. For specially funded projects, expenditure includes (1) senior staff costs which are not normally charged to the sponsoring body; (2) all the remaining direct costs (project staff, data processing, travel, etc) and (3) overheads to the extent that these are recoverable from sponsoring bodies.

2. For other projects, Research Services Unit and Information Services, expenditure includes (1) senior staff costs, (2) all remaining direct costs.

4. General Expenditure		*1977-8*	*1976-7*
Salaries and Other Employment Costs			
Administrative Salaries, Pensions, National Insurance and Pension Contributions (including £280 transfer to Pension Reserve Fund)		£48,823	£48,614
Staff Travelling Expenses		1,064	1,395
Staff Training		1,375	1,320
Staff Advertising		1,844	1,710
Consultancy Fees		500	—
		£53,606	£53,039
Office Accommodation			
Rent, Rates and Feu Duty	£6,041		£5,770
Insurance	1,376		962
Heating and Lighting	2,851		2,076
Repairs and Renewals (including £3000 Maintenance Fund Transfer (1976/77, £1500))	4,904		2,863
Cleaning	1,732		1,507
		16,904	£13,178
Other Expenditure			
Telephones and Postages	£6,862		£5,718
Printing and Stationery	4,046		2,552
Expenses of Council and Committee Meetings	1,046		899
Auditor's Remuneration	1,007		550
Hire of Equipment	476		489
Depreciation	2,010		2,097
Miscellaneous	979		794
Transfer to 50th Anniversary Fund	1,000		—
		17,426	13,099
		£87,936	£79,316
Less Overheads charged to specially funded projects	£6,701		£3,470
VAT Recovered	89		78
		6,160	£3,548
		£81,776	£75,768

5. Office Furniture, Furnishings and Equipment	*1977-8*	*1976-7*
Cost at beginning of year	£22,935	£21,438
Expenditure during year	1,609	1,497
Cost at end of year	£24,544	£22,935
Aggregate Depreciation at beginning of year	£14,534	£12,438
Depreciating Charge for year	2,010	2,097
Aggregate Depreciation at end of year	£16,544	£14,535
Cost less Aggregate Depreciation at end of year	£8,000	£8,400

6. Pension Fund Investment and Cash on Deposit

	Market value at 31.3.78	*Cost*
£593.96 13% Treasury Stock 1990	£628	£570
Cash on Deposit		337
		£907

7. Movement of Funds	*1977-8*	*1976-7*
Publications Fund		
Grant from SED	£2.500	£1.000
Transfer from Income and Expenditure Account	2.000	1.500
Income during year	7.445	4.207
	£11.945	£6.707
Less Expenditure	9.978	6.106
	£1.967	£601
Fund at beginning of year	8.276	7.675
Fund at end of year	£10.243	£8.276
Maintenance Fund		
Transfer from Income & Expenditure Account	£3.000	£1.500
Fund at beginning of year	3.500	2.000
Fund at end of year	£6.500	£3.500
Pension Reserve Fund		
Transfer from Income & Expenditure Account	£279	£280
Interest received	93	44
	£372	£324
Fund at beginning of year	895	571
Fund at end of year	£1.267	£895
50th Anniversary Fund		
Transfer from Income & Expenditure Account	£1.000	—
Fund at end of year	£1.000	—
General Fund		
Surplus (Deficit) for year	£3.955	£(122)
Fund at beginning of year	26.418	26.540
Fund at end of year	£30.373	£26.418

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presented for degrees in Scottish Universities
1977

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Physiological and Experimental Psychology

See also
Leathard, Christine (22)

(1) **Campbell, Audrey A** A comparison of visual and auditory presentation of meaningful material to primary schoolchildren MEd, Aberdeen

(2) **Jack, M** Familiarity effects in same-different matching: their nature and loci MEd, Dundee

See also
Burns, Vincent (64)
Gillespie, Anthony G (14)
Haddock, S R (17)
Yeoh, Oon Eng (16)

(3) **Jackson, Janet** A developmental study of free description of peers by children with and without physical handicap BA, Stirling

Intelligence, Intellectual and Conscious Mental Processes

MEMORY AND LEARNING

See also
Birstas, C (27)
Leathard, Christine (22)

(4) **Gschneidinger, E** Children's awareness of and knowledge about memory strategies MSc, Strathclyde

(5) **McDougall, Pamela** The relationship between sex, extroversion/introversion, neurotics and an aural presentation of material for learning and a textual presentation of material for learning MEd, Glasgow

(6) **Moir, L** Intelligence and memory functions MEd, Dundee

(7) **Macdonald, M M** Group dynamics and adult learning processes MPhil, Edinburgh

(8) **Orchard, Anne** The effects of mnemonic aids on the recall of first-year secondary school pupils MEd, Aberdeen

(9) **Rooney, Gerard** The acquisition of locative prepositions in young children BA, Strathclyde

IDEAS/CONCEPT FORMATION

See also
Dockrell, Julie (21)

(10) **Cunningham, Brenda** An investigation of the effect of sex and age on the attribution of responsibility BA, Stirling

IDEAS/CONCEPT FORMATION *(continued)*

See also
Jack, M (2)
Uren, Edwina (28)

(11) **Kynaston, Celia F** Perceptual saliency and concept formation: an explanation of the acquisition of comparative terms
BA, Strathclyde

IMAGINATION/IMAGERY

(12) **Banks, James S** An investigation into mental imagery and reading
MEd, Aberdeen

See also
Burns, Vincent (64)

COGNITION

(13) **McGowan, I C S** Moral development towards meta-ethical reasoning
MEd, Dundee

PERCEPTUAL PROCESSES

See also
Jack, M (2)
Kynaston, Celia F (11)
Uren, Edwina (28)

(14) **Gillespie, Anthony G** A case of mistaken identity: an examination of children's use of cues to self correct reading errors in beginning to read
BA, Strathclyde

(15) **Stewart, Gillian F** Response bias and saliency in the acquisition of 'more' and 'less'
BA, Strathclyde

(16) **Yeoh, Oon Eng** Children's comprehension of double function words
BA, Strathclyde

APTITUDE TESTS

(17) **Haddock, S R** A procedure for the identification of severe reading retardation in children of normal intelligence
MEd, Dundee

Differential and Genetic Psychology

INDIVIDUAL PSYCHOLOGY

(18) **Campbell, Douglas** Creativity and individual difference
BA, Strathclyde

CHILD PSYCHOLOGY

See also
Wilson, Janet M Y (41)

(19) **Boswell, John** Communication and speech acts in children in the first two years BA, Strathclyde

(20) **Currie, Iain** Applicability of the frustration and attribution hypotheses to pre-school children BA, Stirling

(21) **Dockrell, Julie** Conservation accidents re-examined BA, Stirling

(22) **Leathard, Christine** Spatial egocentrism and spatial memory in pre-school children PhD, Strathclyde

(23) **McDermont, June** Initiation of first social contacts: some greeting behaviour of nursery-age children: an ethological study BA, Stirling

(24) **Phipps, Frances** Sex-typing and toy preference in 3- and 5-year-olds BA, Strathclyde

(25) **Stirling, Susan J M** Ebb and flow of proximity in mother-child interaction BA, Strathclyde

ADOLESCENTS' PSYCHOLOGY

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ABNORMAL AND CLINICAL PSYCHOLOGY

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SOCIOLOGY

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Grant, R J (33)
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EDUCATION

Theories, Principles and Philosophy

(30) **Bodman, Josef H** A historial and critical review of the concept and functions of the community school
MSc, Edinburgh

(31) **Butler, W A** An examination of the underlying philosophies of some approaches to working-class education
Dip. Community Ed., Edinburgh

See also
Wildman, R A (36)

(32) **Butlin, R A** Education toward reality
Dip. Community Ed., Edinburgh

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See also
Nicholson, Irvine H (29)
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History of Education

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Prain, I D R (66)
Short, A I (97)
Williams, S (100)

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(35) **Norwell, G T** John Aitkenhead and Kilquhanity School
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See also
Butler, W A (31)
Mulvey, John (96)

Comparative Education

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Chollon, Mark J (86)
Corr, R I (89)
Dostmohamed, Nargis Habib (62)
Gutierrez-Catalan, S (92)
McNeely, B W (95)
Nicholson, Irvine H (29)
O'Rourke, Austin (85)

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Educational Psychology and Sociology

GENERAL

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See also
Currie, Iain (20)
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ADJUSTMENT AND DELINQUENCY

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The School

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The School *(continued)*

TESTS AND EXAMINATIONS

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